

**UNITED STATES DISTRICT COURT  
EASTERN DISTRICT OF TEXAS  
TYLER DIVISION**

## **JOINT EXPERT DECLARATION OF PATRICIA GÁNDARA AND GARY ORFIELD**

PATRICIA GÁNDARA and GARY ORFIELD declare pursuant to 28 U.S.C. § 1746:

1. Patricia G  ndara, Research Professor and Co-Director of the Civil Rights Project at UCLA: I hold a Ph.D. in Educational Psychology and am a licensed bilingual educational psychologist, having worked with many dozens of English learners and immigrant students on issues of learning and language. I have also directed education research in the California Legislature where my research included issues of school finance.

2. Gary Orfield, Distinguished Professor of Law, Education, Political Science and Urban Planning, and Co-Director of the Civil Rights Project: I received my Ph.D. in Political Science from the University of Chicago. My research interests are in the study of civil rights, education policy, and urban policy. I am co-founder and director of the Harvard Civil Rights Project, and co-director since 2007 (with Dr. Gndara) of the UCLA Civil Rights Project. The

center has commissioned and published more than 600 studies, many by leading scholars, over twenty-seven years.

3. We hereby submit the following expert declaration in support of Proposed Intervenors in *Texas v. Department of Homeland Security*, filed in the Eastern District of Texas, Tyler Division, on August 23, 2024. We base our opinion on a review of the materials cited and our education and experience in the field of education. A complete summary of our opinions and materials relied upon are included herein. We reserve the right to amend this declaration if additional evidence becomes available.

### **Assignment**

4. We have been engaged by counsel for Proposed Intervenors in *Texas v. Department of Homeland Security*, filed in the Eastern District of Texas, Tyler Division, on August 23, 2024. The lawsuit challenges a new parole process that allows certain non-citizen spouses and stepchildren of U.S. citizens—who qualify and meet certain requirements—to apply to be considered on a case-by-case basis for parole for a period of up to three years. *See, e.g.*, Implementation of Keeping Families Together, 89 Fed. Reg. 67459 (Aug. 20, 2024). We have been asked to review Texas's Complaint, ECF No. 1; Motion for Temporary Restraining Order, Preliminary Injunction, and Stay of Agency Action, ECF No. 3; supporting Declaration of Amy Copeland, ECF No. 3-2; Plaintiffs' Corrected Combined Updated Motion for Preliminary Injunction and Stay of Agency Action, Motion for Summary Judgments, and Trial Brief, ECF No. 79; and supporting Declaration of Amy Copeland, ECF 79-3, and to provide a data- and research-based opinion on Texas's claims regarding the effects of the challenged parole process on Texas's educational costs and financial health. We have agreed to direct payment in the amount of \$1,500 total to the Civil Rights Project at UCLA to compensate for our expert analysis.

## **Summary of Opinions**

5. First, Texas's claim that it suffers financially from the additional cost of educating bilingual students (which it only does at the primary school level) is not supported by its evidence. Second, Texas's estimates appear to exclude important data, such as federal compensation for students likely to receive bilingual education. Third, Texas's assertions also discount the value of education as an investment from which the state and its residents benefit.

## **Qualifications**

### ***Dr. Patricia Gándara***

6. I, Dr. Patricia Gándara, am an elected fellow of the American Educational Research Association where I was awarded the Lifetime Achievement Award in Bilingual Education Research. I am also an elected fellow of the National Academy of Education as well as the American Academy of Arts and Sciences. Between 2011 and 2015, I served on President Obama's Commission on Educational Excellence for Hispanics, and I am the recipient of the Medalla de Reconocimiento Alfonso García Robles of the Universidad Nacional Autónoma de Mexico for my work with immigrant students.

7. I am the author and/or editor of ten books and dozens of peer-reviewed articles on immigrant students, English learners, and language policy. Among my recent book publications are *The Bilingual Advantage: Language, Literacy, and the U.S. Labor Market* (2014), “The Students We Share: Preparing US and Mexican Educators for Our Transnational Future (2021), and “*Schools under Siege: The Impact of Immigration Enforcement on Educational Equity*” (2021).

***Dr. Gary Orfield***

8. I, Dr. Gary Orfield, am an elected member of the National Academy of Education and a Fellow of the American Association for the Advancement of Science (AAAS). Awards I have received include the Columbia University Teachers College Medal, the Social Justice Award of the American Educational Research Association, the American Political Science Association Charles Merriam Award for my “contribution to the art of government through the application of social science research,” and two honorary PhDs.

9. My research includes twenty-one authored, co-authored, or co-edited books and scores of widely cited articles and reports. One of my books was cited by the Supreme Court in *Grutter v. Bollinger*, 539 U.S. 306 (2003). I have taught at six leading universities in political science, education, public administration, and public policy, as well as at the law schools at Harvard University, the University of Chicago, UCLA, and the University of Oregon. My work includes a number of studies of federal, state, and local education policy.

10. In addition to scholarly work, I have served as expert witness or special master in more than three dozen class-action civil rights cases. For example, I have been appointed by federal judges in St. Louis and San Francisco and by a state judge in Los Angeles to oversee local desegregation efforts. In Little Rock, a judge requested my testimony about the status of an ongoing case. I was also appointed by a federal judge in Tucson to assist a Special Master in designing and evaluating a desegregation process. I have also been retained as a consultant to many school districts; federal, state, and local governments; and civil rights and teacher organizations. Many of my studies, reports, and consultations have included issues of cost and budgets.

11. Much of my research considers the benefits of education and the costs of discrimination or exclusion. My 2022 book, *The Walls around College Opportunity*, includes an analysis of research on the benefits of educational attainment, especially for students of color. My widely cited edited book, *Dropouts in America*, shows the dramatic losses related to the failure to finish high school. I am currently completing a major study on the relationship between educational attainment in the U.S.-Mexico border region. I have supervised educational expenditures as part of my responsibilities as a court-appointed expert and special master in major federal court cases.

### **Texas's Estimates Are Without Support**

12. Texas contends that educating undocumented immigrant students bilingually represents an inordinate additional cost to the state. ECF No. 1 at 15; ECF No. 3 at 56-57. We have reviewed the declaration in support of Plaintiffs' Corrected Combined Updated Motion for Preliminary Injunction and Stay of Agency Action, Motion for Summary Judgment, and Trial Brief by Associate Commissioner of School Finance at the Texas Education Agency, Amy Copeland. In that declaration, Ms. Copeland states that the cost of educating an "average" student in Texas is \$10,107, but that an immigrant student raises that cost to \$12,316 annually, an additional \$2,209 for *bilingual and compensatory education*. ECF No. 79-3 ¶ 2. The costs for each of these educational interventions are not broken down. Based on our research and expertise on the cost of providing bilingual education, we believe this cost estimate to be improbable.

13. We cannot know how Ms. Copeland arrived at the cost projections, particularly because she does not provide any description of the specific educational services to be rendered that would generate the estimated cost, and her estimates are not supported by any financial documents that Texas produced.

14. However, in research we and others have published (Gndara & Rumberger, 2006; 2008; Jimenez-Castellanos & Topper, 2012; Rumberger & Gndara, 2015) we find that the additional costs for meeting the instructional needs of students learning English can be as low as zero, depending on myriad factors, including whether there are existing, ongoing bilingual programs; the presence of a bilingual teacher; the amount of time dedicated to this instruction; the existence of materials already available in the schools; and the numbers of these students at a school site. Overall, research shows that providing instruction to English learners by a bilingual teacher is among the lowest costs of intervention because the bilingual teacher’s skills in both languages lowers the costs of external support resources. (Carpenter-Huffman & Samulon, 1981; Parrish, 1994). Without more information about how Ms. Copeland arrived at her cost projections, it is not possible to know whether any of the cost-reducing factors apply to any bilingual education student in Texas.

15. It is also important to note that according to Texas educational policy, students are only provided the option of bilingual instruction through 5<sup>th</sup> grade, although not all students opt for bilingual instruction and most students have exited the program before the 5<sup>th</sup> grade.<sup>1</sup> Hence, most immigrant students in Texas are not eligible for bilingual instruction or choose to forego it. Discussion of costs should be about students actually receiving services, not the total population. In addition, many states, including some of those involved in this case, do not routinely offer bilingual education to any of their immigrant students, so there would be no costs associated with such instruction there.

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<sup>1</sup> Gndara, P. & Rumberger, R. (2009). “Immigration, Language and education: How does language policy structure opportunity?” Teachers College Record, 111. Figure 4. Percentage of LEP students by grade level, California and Texas, 2005.

16. The majority of Ms. Copeland's declaration in support of the summary judgment motion, as well as Plaintiff States' assertions in their complaint and motion for summary judgment, reflect assertions about "unaccompanied [immigrant] children." *See, e.g.*, ECF No. 79-3 ¶¶ 3-5 (demonstrating "the scope of expenditures to the State of Texas for educating non-citizen children by looking at the known particular subset of non-citizen children for which we have concrete data (UAC) [or unaccompanied children]"). It is our understanding that unaccompanied immigrant children are not eligible for the Keeping Families Together parole process at issue in this litigation. This suggests that Texas's comparison is not representative of the population of children implicated by the program at issue in this case.

17. Moreover, Texas only provides a gross cost estimate for educational services provided to unaccompanied children—and thus, no way to estimate a per-child cost. This means it is impossible for us, or anyone, to extrapolate a comparison cost for KFT-eligible stepchildren of U.S. citizens, or children of KFT-eligible noncitizen spouses, who are already residing in Texas (a number that is also not provided in the declaration.) As such, we will not address these assertions, except to state that they are not relevant to our assignment and cannot illuminate any of the pertinent questions as to the cost of educating children as a result of the challenged program.

**Texas's Estimates Appear to Ignore Federal Compensation and Additional Offsetting Benefits**

18. The claim that educating non-English speaking immigrant students involves a major cost for state governments must, of course, take into account the net incremental cost less the net incremental benefits. Moreover, education is not a sunk cost, it is an investment. If you pay \$100 for supplies but receive \$75 in benefits, the net cost is \$25. If the benefits are valued at \$125, there is no actual cost and there is a \$25 gain. Incremental costs refer to the actual increased

cost of adding a student to an existing school, which is much lower than the state's actual per student cost because the fixed costs of facilities and staff do not rise significantly from the addition of one or two additional students per class, which would often be the case for students from widely distributed parole families. In some cases, schools actually gain from additional students since the gain in aid is more than the low net incremental costs.

19. Ms. Copeland additionally fails to note that the federal government provides major compensatory education funds (Title I) for low-income students. Total per student funds from the federal government for Texas students in 2023 was \$2,688,<sup>2</sup> and Title III funds for English learners totaled approximately \$122 per student identified as an English learner in Texas in 2018, the latest year for which we have data.<sup>3</sup> These funds should offset a significant part of the estimated additional costs for bilingual programs for these students, but do not appear to be netted out in (i.e., subtracted from) the state and local costs that Ms. Copeland claims cause Texas financial harm.

20. Additionally, professional bilingual education has been shown to have major educational benefits, including increasing students' success in the educational process. Educational success increases the probability of graduating from public schools (Rumberger, 2011), which raises employment and income (Bureau of Labor Statistics, 2022), thus providing substantial benefits to the state and local economy and tax revenue.

21. Being able to speak, read, and write more than one language is an *asset* for the state, not a liability. Those students who are educated bilingually will have more and better

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<sup>2</sup> <https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/public-education-state-funding-transparency-may-2024.pdf>.

<sup>3</sup> <https://ncela.ed.gov/sites/default/files/legacy/files/biannual-reports/OELA-BiReport16-18.508.pdf>.

opportunities in the labor market, earn more, and be more likely to go to college (Porras, Ee & Gándara, 2014; Rumbaut, 2014; Santibañez & Zárate, 2014). This results in higher earnings for these individuals and consequently a bigger tax base for the state. The benefits of fluent bilingual skills can be particularly important for border states given the enormous and rapidly growing U.S.-Mexico trade and the large numbers of Spanish-speaking workers and customers in the population.

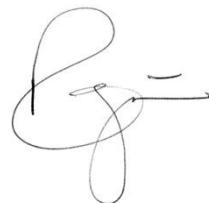
22. Immigrant students who are not provided quality bilingual instruction do not fare as well academically in English as those who are provided with this instruction (Umansky & Reardon, 20014; Porter et al, 2023). Individuals, on the other hand, with higher educational attainment, contribute more to their communities than less-educated individuals (Bowen & Bok, 1998) and require fewer state resources.

23. In reality, fluency in two languages is a labor market advantage and an asset, not a liability. That is a basic reason why many monolingual English-speaking families are applying for dual-language immersion programs in which children of both languages learn together and work together in a context where they actually become fluent bilinguals. There is high demand for dual language programs by monolingual U.S. citizen students (American Councils for International Education, 2021), yet the demand often cannot be met. This induces families to send their children to study abroad or go to private schools to obtain this valuable skill. Immigrant students who speak a non-English language fluently make these programs possible for more U.S. English-only students even as the immigrant students learn fluent English from native English speakers. This is a valuable opportunity—fluent language skills become permanent assets (Gándara, 2012).

24. The United States has insufficient language resources and needs young people entering the workforce with these linguistic skills. They are an asset to the labor market and an asset to employers. Our data show that, across all areas of the labor market, employers prefer to hire bilinguals over monolinguals (Porras et al., 2008). As the country continues to change and the North American common market, extended by the Trump administration's United States-Mexico-Canada Agreement (USMCA)<sup>4</sup> becomes ever more important in breaking the supply chain crisis, their value will only increase.

25. It is our opinion that Texas's claim of additional net expenses cannot be sustained, and that there is a good chance that there is either little or no net cost for the states. It is our additional opinion that Texas's assertion is an unsupported hypothetical without any reliable basis, certainly not without a great deal of information the state has not supplied. Finally, Texas ignores that education is an investment, possibly the very best investment, with substantial financial returns for the state, and thus Texas's claim does not represent a serious educational policy concern. Texas's claim as stated is unsupported and contradicts available data.

I declare under penalty of perjury and under the laws of the United States that the foregoing is true and correct.



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Patricia Gándara, Ph.D.

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<sup>4</sup> <https://ustr.gov/trade-agreements/free-trade-agreements/united-states-mexico-canada-agreement>.



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Gary Orfield, Ph.D.

Executed on October 21, 2024 at Los Angeles, California.

## **Exhibit A**

***GARY ORFIELD***

**VITA**

**Present Position:**

*Distinguished Research Professor of Education, Law, Political Science and Urban Planning, University of California, Los Angeles; Co-Director, Civil Rights Project/ Proyecto Derechos Civiles, 2007-present*

**Professional Experience:**

*Director or Co-Director and Co-founder of Civil Rights Project, 1996-present*

*Professor of Education and Social Policy, Harvard University, 1991-2007, Co-Founder and Director, The Civil Rights Project at Harvard University, 1991-2007*

*Professor, University of Chicago, in the following units:*

Political Science, Social Sciences in the College, Education, and Committee on African and Afro-American Studies, *Lecturer, University of Chicago School of Law, 1981-1991*

*Professor of Political Science and Member, Institute of Government, University of Illinois at Urbana-Champaign, 1977-82*

*Consultant, Senate Committee on Labor and Public Welfare, 1976*

*Research Associate, Brookings Institution, 1973-77*

*Guest Scholar, Brookings Institution, 1972, 1981-82*

*Scholar-in-Residence, U.S. Civil Rights Commission, 1972-73*

*Assistant Professor, Princeton University, 1969-73*

*Assistant Professor, University of Virginia, 1967-69*

*Intern, Office of Management Planning, Agency for International Development, 1963*

**Academic Training:**

B.A., *summa cum laude*, University of Minnesota, 1963

M.A., political science, University of Chicago, 1965

Ph.D., political science, University of Chicago, 1968

**Academic Honors:**

Member, National Academy of Education

Medal of Honor, Teachers College, Columbia University, 2005

Spencer Foundation Senior Fellow Award

Honorary Doctorate, Pennsylvania State Univ., 2011

Honorary Doctorate, Wheelock College, 2004.

Phi Beta Kappa

Minnesota All-College Scholar

General Motors Scholar

Woodrow Wilson Fellow

Danforth Fellow

Falk Fellow

Brookings Institution Research Fellow

Center for Advanced Study Fellow, University of Illinois, Urbana

Charles M. Merriam Award, American Political Science Association

Social Justice Award, American Education Research Association

Member, National Academy of Education  
National Public Service Award, Spelman College  
U.S. State Department sponsored visits & lectures in Spain, Czech Republic and Slovakia  
Visiting scholar, Sciences Po, Paris, 2009  
Lectures in universities and research centers in scores of universities in U.S. and  
England, Spain, France, Chile, Mexico, Czech Republic, Slovakia and South Africa.  
Laureate, Kappa Delta Pi, Honor Society in Education  
Lifetime achievement award, Fielding Graduate University

## **Publications**

### **Books:**

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Nettles, M. T. & Orfield, G. (2000). Large gains, recent reversals, and continuing equality in education for African Americans." In Jackson, J. S. (Ed.), *New Directions: African Americans in a diversifying nation* (National Policy Report #297). Washington, DC: National Policy Association.

Orfield, G. & Yun, J. (1999). *Resegregation in American Schools*. [report]. Cambridge, MA: The Civil Rights Project at Harvard University.

Orfield, G., et. al, (1999) *Progress Made, Challenges Remaining in San Francisco School Desegregation*, Report of the Consent Decree Advisory Committee to the Federal District Court, San Francisco.

Orfield, G., Arenson, J. et al. (1997). *City-Suburban Desegregation: Parent and Student Perspectives in Metropolitan Boston*. [report]. Cambridge, MA: The Civil Rights Project at Harvard University.

Orfield, G., Bachmeier, M. et al. (1997). *Deepening Segregation in American Public Schools*. [report]. Cambridge, MA: The Civil Rights Project at Harvard University.

(1992). *Desegregation and educational change in San Francisco*. Chair of committee reporting to the Federal District Court.

Orfield, G. & Paul, F. (1992). *State higher education systems and college completion* (a report to the Ford Foundation on a study of state institutional structure and policies and the rates of college completion) revised version printed in *Advances in Educational Policy*, 1.

Orfield, G. (1991). School desegregation: A social science statement. [Statement Accompanying Brief of the NAACP, Childrens Defense Fund, Southern Christian Leadership Conference, Mexican American Legal Defense Fund, etc. *Freeman v. Pitts*, U.S. Supreme Court, 1991 (organized and helped draft statement signed by 52 social scientists)].

Orfield, G. (1988, July). The growth and concentration of Hispanic enrollment and the future of American education. Report to National Council of La Raza.

Orfield, G., Slessarev, H. et al. (1986). *Job training under the new federalism: JTPA in the industrial heartland*. Illinois Unemployment and Job Training Research Project report to Subcommittee on Employment Opportunities, U.S. House of Representatives.

Public Knowledge and Busing Opposition, (designed and analyzed this national survey and wrote the report issued by the U.S. Commission on Civil Rights in 1978).

Orfield, G. (1977). *Desegregation and the cities: The trends and the policy choices* [staff report]. Washington, DC: U.S. Senate Committee on Human Resources.

Orfield, G. (1976). Conclusion (chapter). *School desegregation: Making it work, a report to the Rockefeller Foundation* (pp. 90-94). East Lansing, MI: Michigan State University.

Orfield, G. (1975). White flight research: Its importance, perplexities, and possible policy implications. *Symposium on school desegregation and white flight*. Washington, DC: Center for National Policy Review. Reprinted in *Educational Forum* and elsewhere.

1974. *Politics in America: Studies in policy analysis*. New York: Random House. Co-authored a study of black representation in administrative decision-making in Washington.

Orfield, G. (1973, July-October). A proposed study on desegregation. *Integrated Education*, p. 35. This reprint, the request for proposals sent by the U.S. Civil Rights Commission to major American research institutions regarding the design of a national longitudinal study of the impacts of school desegregation, a study which would answer the major criticisms of the Coleman Report and provide data on desegregation of Chicano and Puerto Rican children.

Miller, L. P. and Orfield, G. (1986). (Ed), *Brown Plus Thirty*. New York University Metropolitan Center, 1986).

Book reviews in American Political Science Review, Political Science Quarterly, Social Science Quarterly, Chronicle of Higher Education, American Journal of Sociology.

#### **Selected Government and Civic Group Reports:**

2011: *The CSU Crisis and California's Future*, Civil Rights Project.

2011: "Diversity and Educational Gains: A Plan for a Changing County and its Schools," report to Jefferson County, KY Board of Education

1999: "Progress Made, Challenges Remaining in San Francisco School Desegregation" Chair of Committee report to U.S. District Court, San Francisco. January

1992: "Desegregation and Educational Change in San Francisco: Findings and Recommendations on Consent Decree Implementation," Chair of court-appointed panel reporting to Federal District Court. July

1992: "State Higher Education Systems and College Completion," report to the Ford Foundation (with Faith Paul). November

1991: "Building an Integrated Community: Racial Trends and Community Choices in Palm Beach County," Report to Project Mosaic. March

1989: "Can the Educational Systems Produce the Workers Needed in Metropolitan Chicago: Trends and Policy Questions for the Coming Generation," Report to Chicago Economic Development Commission. August

1987: "Fair Housing in Metropolitan Chicago: Perspectives after Two Decades," Report of Chicago Area Fair Housing Alliance to the U.S. Department of Housing and Urban Development." (Editor, Research Director, and author of first chapter).

1984: "The Chicago Study of Access and Choice in Higher Education," co-author, Report to Illinois State Senate Committee on Higher Education. September

1983: "State Housing Policy and School Desegregation," Report to Education Commission of the States. September

1981: "Busing, White Flight, and Urban Policy: The Evidence and the submitted to Dept. of HUD."

1981: "Housing and School Integration in Three Metropolitan Areas: A Policy Analysis of Denver, Columbus and Phoenix," Report to U.S. Department of Housing and Urban Development. February

1981: "Measuring Equity Requires Measuring Integration," Paper for HUD Equity Indicators Workshop. March

1981: "The Housing Issues in the St. Louis Case," Report to Federal District Court, St. Louis. April

1981: "The Voluntary Metropolitan Plan," Report to Federal District Court, St. Louis. July

1981: "Building on a Generation of Accomplishment: Maintaining and Strengthening Desegregation in Little Rock" (with Shirley McCune), Report of Desegregation Assistance Team to Little Rock School District. December

1980: "The St. Louis Desegregation Plan," Report to the Federal District Court, St. Louis. May

1979: "Voluntary Desegregation in Chicago," Report to Illinois State Superintendent of Education. February

1978: "Integration in Chicago," Report of the Technical Assistance Committee to the Illinois State Board of Education. May

1978: "Desegregation Principles for Los Angeles," Report to Superior Court for the County of Los

Angels. November

### **Congressional and Judicial Testimony**

House Education and Labor Committee:

- 1977, June: Bilingual education
- 1979, September: Incentives for Voluntary Metropolitan Integration
- 1981: Civil Rights Enforcement
- 1985, October: Assessment of Job Training Partnership Act

House Judiciary Committee:

- 1972, March: Antibusing amendment to Constitution

House Government Operations Committee:

- 1975, November: Revenue Sharing

House Select Committee on Children, Youth and Families:

- 1987, March: Race Relations and Adolescents

House Subcommittee on Civil and Constitutional Rights:

- 1982, September: Reagan civil rights enforcement record; Los Angeles School case
- 1982, September: Report on study prepared for subcommittee from U.S. Dept. of Education data showing national and regional progress on desegregation from 1968-1980
- 1985, March: Civil Rights Restoration Act of 1985

House Subcommittee on Indian Affairs:

- 1973, May: Menominee Restoration Act

Senate Committee on the Judiciary, Subcommittee on the Constitution:

- 1977, July: Anti-busing legislation
- 1982: Proposals to restrain judicial remedies in school desegregation cases

Senate Interior Committee:

- 1973, September: Menominee Restoration Act

Senate Judiciary Committee:

- 1969, September: Haynsworth Supreme Court nomination hearings
- 1970, January: Carswell Supreme Court nomination hearings
- 1971, November: Rehnquist nomination hearings
- 1986, August: Rehnquist nomination hearings

Senate Labor and Public Welfare Committee:

- 1967: written testimony on Indian policy
- 1969, August: Memorandum to Subcommittee on Indian Education on reorganization of BIA

Senate Select Committee on Equal Educational Opportunity:

- 1970, October: Feasibility of desegregation

Joint Economic Committee:

- 1992, April: Urban Poverty and Development

**Participation in Civil Rights Cases:**

Austin:

- affidavit on impact of return to neighborhood schools

Baltimore

- affidavit and deposition on subsidized housing segregation case

Buffalo

Directed study of Buffalo school selection process under an  
Agreement between the Buffalo Board and the U.S. Office for Civil Rights

Chicago:

- deposition on enforcement of *Gautreaux* housing desegregation
- testified as witness for integrated South suburban communities against the National Association of Realtors
- testified as witness for Leadership Council on Metropolitan Opportunities in Fair housing case

Cincinnati:

- deposition on subsidized housing segregation case for legal services office  
Hamilton County deposition on subsidized housing segregation case

Dayton and Columbus:

- assisted in drafting of social science brief submitted by plaintiffs to the Supreme Court

DeKalb Co., GA:

- helped draft social science brief to Supreme Court

Denver:

- testified as witness for NAACP Legal Defense Fund and Mexican American Legal Defense Fund

Hartford:

- testified for plaintiffs on metro school equity case NAACP Legal Defense Fund, Puerto Rican Legal Defense Fund, and Connecticut Civil Liberties Union & Testified later on adequacy of remedy, deposition on next stage of litigation, deposition on later stage of case

Kansas City:

- testified as witness for the NAACP Legal Defense Fund & testified as witness of renewal of desegregation plan
- helped prepare social science brief to the Supreme Court

Houston:

- testified as witness for Justice Dept. in metropolitan case

Little Rock:

- deposition on report prepared by desegregation assistance center for Little Rock Board of Education; testified many years later as court-appointed expert

Los Angeles:

- testified as witness on report prepared as court-appointed expert in desegregation case Los Angeles
- affidavit on continuation of desegregation plan and magnet schools

Louisiana:

- deposition on racial equity and desegregation of state higher education System in *U.S. v. Louisiana* as witness for Southern University system

Louisville:

- testimony on desegregation case for school board on several occasions
- helped prepare social science brief to the Supreme Court
- helped prepare a new desegregation plan

Lynn, MA:

- affidavit and testimony on desegregation case

Memphis:

- testified as witness for NAACP Legal Defense Fund

Milwaukee:

- deposition on metropolitan desegregation for Milwaukee School Board

Omaha:

- gave deposition as witness for Justice Dept. on school desegregation

Ohio:

- for legal services office in housing discrimination litigation

Oklahoma City:

- deposition on housing discrimination case

Philadelphia:

- testimony on case on University of Pennsylvania scholarships for Philadelphia students

Rockford, Illinois:

- testimony on desegregation case for plaintiffs

Rochester, NY:

- affidavit on metropolitan inequality case

St. Louis:

- testified first as witness for U.S. Dept. of Justice and then, several times, on reports prepared as court-appointed expert

San Francisco:

- served as Court-appointed expert, special master, and chair of Consent Decree Comm.

Seattle: testified as witness for Seattle Board defending school desegregation plan

South Suburban Housing Center, metro Chicago:

- testified as a witness for Center against National Association of Realtors suit against Fair housing practices

Tampa (pupil competency test litigation):

- testified as witness for Bay Area Legal Services

Tucson, AZ

- appointed by judge as expert in desegregation case

University of Michigan:

- testimony on Law School affirmative action case  
edited book cited in Supreme Court decision

University of Washington Law School:

- affidavit on affirmative action case

Massachusetts

- affidavit on discriminatory impact of state exit examination
- affidavit on litigation against initiative prohibiting bilingual education

California

- expert report on *Williams* school equity case

### **Professional Activities:**

*Co-Director and Founder*, (with Christopher Edley, Jr. of Harvard Law School), The Civil Rights Project at Harvard University, 1996-2004; Director, 2004-2006, Co-Director, Civil Rights Project/ *Proyecto Derechos Civiles*, UCLA, 2006-present.

*Adjunct Fellow*, Joint Center for Political Studies and Member of Social Policy Task Force

*Member*, American Political Science Association, Congressional Fellowship Advisory Committee, 1976-78

*Member*, American Political Science Association, Committee on Status of Blacks in the Profession, 1987-90

*Member*, American Political Science Association, Nominating Committee for National Officers, 1992-93

*Consultant*, APSA Division of Educational Affairs and High School Curriculum Project Midwest Political

Science Association, Section Chair and Program Committee Member, Annual Meeting, 1979,

Member Nominating Committee, 1980

*Member*, National Review Panel on School Desegregation Research and American Academy of Arts and Science Task Force on Urban School Desegregation

*Consultant*, U.S. Commission on Civil Rights, Rand Corp., Applied Urbanetics, Ford Foundation, Justice

Department, Dept. of Housing and Urban Development, National Institute of Education, Senate

Committee on Labor and Public Welfare, Kentucky Commission on Human Relations, American

Indian Policy Review Commission, Education Commission of the States, Illinois Office of

Education, National School Boards Association of Minnesota Dept. of Education

*Member*, Editorial Boards, *Policy Studies Journal*, *Teachers College Record*, *Cultura y Educacion (Spain)*,

*Evaluation Studies Review Annual*, *Equity and Excellence in Education*, *Integrated Education*, *American*

*Journal of Education. Soundings, Educational Researcher*, advisory committees *Harvard Education Letter, & School Policy Legal Insider*  
*Associate Editor, American Journal of Education*, 1982-88  
*Chairman, Study Group on School Desegregation*, National Institute of Education, 1978-81  
*Court-Appointed Expert*, Los Angeles (1978-79), St. Louis (1980-81), and San Francisco  
1981-82, 1987-2005) Little Rock, School Desegregation Cases  
*Vice Chairman, Mayor's First Source Task Force*, Mayor Harold Washington, Chicago, 1985-88  
*Member and Chair, Evaluation and Screening Committee, Project Self Sufficiency* (employment and housing demonstration), Cook County, Illinois, 1985-86  
Member, Board of Directors, Leadership Council on Metropolitan Open Communities, Chicago (1982-1992), Chicago Urban League, OPEN.  
Task Force co-chair, Southern Education Foundation, 1980s.  
*Chairman, Study Group on School Desegregation*, National Institute of Education, 1978-81  
*Court-Appointed Expert*, Los Angeles (1978-79), St. Louis (1980-81), and San Francisco  
1981-82, 1987-2005) School Desegregation Cases  
*Vice Chairman, Mayor's First Source Task Force*, Mayor Harold Washington, Chicago, 1985-88  
*Member and Chair, Evaluation and Screening Committee, Project Self Sufficiency* (employment and housing demonstration), Cook County, Illinois, 1985-86  
Member, Board of Directors, Policy Studies Organization  
*Chairman, National Institute of Education Study Group on Desegregation Research*  
*Member, Research Advisory Committee, U.S. Civil Rights Commission's National School Desegregation Study*, 1984-85  
*Research Director, Chicago Fair Housing Alliance*, 1985-87  
*Director, National School Desegregation Research Project*, 1986-88  
*Director, Metropolitan Opportunity Project, Univ. of Chicago*, 1986-92  
*Director, Illinois Budget Analysis Project*, 1987-92  
*Director, Indiana Youth Opportunity Project* 1991-1996  
*Director, Harvard Project on School Desegregation*, 1992-98  
U.S. appointee on OECD project on measuring educational equity.

#### **Courses Taught:**

American Government,  
Urban Policy Analysis (Housing),  
Law and Society,  
President and Congress,  
Intergovernmental Relations,  
Legislative Process,  
State and Local Government,  
Administrative Process,  
Problems in Administrative  
Management, Administrative Institutions,  
Urban Politics,  
Government and Black America,  
Congress and Urban Policy;  
The Politics of Food: Production, Regulation and Distribution,  
Manpower Policy,  
Housing Policy and Urban Communities,  
Policy Analysis, Field Research Project in Public Policy,  
Class Action Litigation,  
Social Policies of the Sixties,

Government and Minority Rights,  
Education Policy,  
Social Science and Law,  
Bureaucratic Politics,  
State Government and Policy Making,  
Minority Opportunities in the Contemporary U.S.,  
Higher Education: Institutions and Policy,  
Government and Metropolitan Communities,  
Civil Rights Remedies: Theories and Consequences,  
Poverty, Public Policy and Urban Schools,  
Politics and Policy Cycles  
Education Policy and Law,  
Access to College,  
Racial Change, Immigration and the Twenty-First Century Metropolis  
Education Policy and Urban Poverty;  
Civil Rights Enforcement Seminar  
*Brown v. Board of Education* and American Schools" Educational Impacts of Segregation, Desegregation, Integration, Resegregation.  
Research Seminar on Affirmative Action  
Equal Rights and Unequal Schools: The American Dilemma  
  
Race and Education  
Seminar on High School Reform

**University and Community Participation (years of service omitted):**

Member faculty advisory committee, UCLA, Bunche Center on African American Studies  
Member faculty advisory committee, Harvard University Rockefeller Center on Latin America  
Member faculty advisory committee, Harvard University DuBois Center  
Member faculty advisory Committee, Harvard University Native American Program  
Member and Education School Representative, University Committee Human Rights  
President, Liberal Arts Student Government, University of Minnesota  
Organizer, state-wide student volunteer program on Minnesota Native American Indian reservations  
Founder, Movement for a New Congress and Board Member, Congressional Action Fund  
Member, Board of Directors, Fund for an OPEN Society  
Member, National Advisory Board, National Federation for Neighborhood Diversity  
Member, National Advisory Board, Leadership Council for Metropolitan Open Communities  
Chairman, Task Force on Devolution of Power to the States, Southern Education Foundation  
Member, Research Advisory Committee, Chicago Panel on Public School Finances  
Member and Chair, Research Advisory Committee, Chicago Urban League  
Member, Board of Directors, Chicago Urban League  
Member, Board of Advisors, Designs for Change  
Member, National Advisory Committee, NAACP Archives and Library  
Board Member, The Regional Partnership, 1989-91  
Member, Advisory Committee, Constitutional Rights Foundation, Chicago  
Vice President, Edmonds-Peabody PTA, Washington, DC  
Volunteer work in many political campaigns  
Volunteer work with Ralph Nader on American Indian issues, 1966  
Member Advisory Boards or faculty associate of the following:  
Urban Education Advisory Board, ASCD, Council of Urban

Boards of Education, National School Boards Association, Community 2000, Leadership Conference on Civil Rights, Poverty and Race Research Center, Hispanic Border Leadership Initiative, International Reading Association. Member, Committee on Women's Employment and Related Social Issues, National Academy of Sciences, which prepared report: *Women's work, men's work: Sex segregation on the job.* (Washington: National Academy Press, 1986).

**Research Grants and Contracts:**

Carnegie Corporation  
Ford Foundation  
Spencer Foundation  
Joyce Foundation  
MacArthur Foundation  
Gates Foundation  
Mott Foundation  
Woods Charitable Fund  
U.S. Dept. of Housing and Urban Development  
U.S. Dept. of Education  
Southern Education Foundation  
Schwartz Foundation  
Primerica Foundation  
Lilly Endowment  
Gunn Foundation  
Smith-Richardson Foundation  
Mellon Foundation  
Rockefeller Foundation  
Graustein Foundation  
Atlantic Philanthropies  
Knight Foundation  
Irvine Foundation  
Eleanor Foundation  
Rockefeller Foundation  
Kentucky Council on Postsecondary Education  
Chicago Economic Development Commission  
Open Society Institute  
Pew Hispanic  
Southern Poverty Law Center  
California State Univ. Faculty Association  
Education Commission of the States  
Hewlitt Foundation  
Mellon Foundation  
Buffalo Board of Education  
California Attorney General's Office  
California Endowment

PATRICIA GANDARA

EDUCATION

Ph.D., Educational Psychology, 1979  
University of California, Los Angeles  
M.S., Counseling/School Psychology, 1972  
California State University, Los Angeles  
B.A., Sociology/English Literature, 1969  
University of California, Los Angeles

Certificate in Spanish Language and Literature, 1974  
Universidad Menéndez-Pelayo, Santander, Spain

EMPLOYMENT HISTORY

2014-present	Professor Emerita/ Research Professor University of California, Los Angeles
2007-2013	Professor, School of Education and Information Studies University of California, Los Angeles
2000-2006	Professor, School of Education University of California, Davis
1998-1999	Visiting Scholar, Graduate School of Education & Civil Rights Project, Harvard University
1995-1998	Associate Professor, School of Education University of California, Davis
1990-1995	Assistant Professor, School of Education, University of California, Davis
1987-1990	Associate Professor, School of Education, California State University, Sacramento
1985-1988	Director, Education Research Program Assembly Office of Research, California Legislature
1980-1985	Associate Social Scientist RAND Corporation, Santa Monica, CA
1981	Lecturer, Graduate School of Education, University of California, Los Angeles

1979	Lecturer, Department of Counseling Psychology, University of California, Santa Barbara
1977-1980	Research Associate, Juárez & Associates, Los Angeles, CA Co-Director, National Evaluation of Bilingual Head Start (Funded by Agency for Children, Youth & Families of HEW)
1972-1975	Psychologist (Bilingual); Director, Diagnostic Clinic Los Angeles Unified School District

#### GOVERNMENTAL BODIES

2011-2017	Commissioner, White House Commission on Educational Excellence for Hispanics
1990-1992	Commissioner, California Planning Commission for Educational Technology. (Charged with developing a Master Plan for educational technology for California. Appointed by the California Legislature)
1981-1986	Commissioner, California Postsecondary Education Commission, Sacramento, CA (Oversight of all higher education policy for the state)
1976-1979	Commissioner, Los Angeles County Commission on the Status of Women

#### INDEPENDENT RESEARCH ORGANIZATIONS

2007-	Co-Director, The Civil Rights Project/Proyecto Derechos Civiles University of California, Los Angeles
2005-2006	Director, Center for Applied Policy in Education, University of California, Davis
2003-2006	Co-Director, Policy Analysis for California Education (PACE) Consortium with UC Berkeley and Stanford University
2000-2009	Associate Director, Linguistic Minority Research Institute and Director, Education Policy Center, UC Davis
1998-2008	Board Member, Representing the University of California, West Ed, San Francisco, CA

## RECENT HONORS

2023            “Outstanding Friend of Public Education,” Horace Mann League

2023            Elected to the American Academy of Arts and Sciences

2023            Lifetime Achievement Award in Bilingual Education Research, American Educational Research Association, Bilingual SIG

2019            Medalla de Alfonso García Robles, “Labores en favor de personas migrantes,” Universidad Nacional Autónoma de México

2019            Yvonne B. Burke Los Angeles County Human Rights Commission Award for “bold, dauntless action to advance human relations”

2016            Presented the first AERA Centennial Lecture in New York entitled “Educating English learners in an anti-immigrant era.”

2015            Distinguished Career Award, Scholars of Color in Education, American Educational Research Association

2015            Inducted into the National Academy of Education

2014            Educator of the Year, Loyola Marymount University

2011            Presidential Citation for Outstanding Contributions to Education Research, American Educational Research Association

2011            100 Most Influential Hispanics in the U.S., Hispanic Business Magazine

2011            Commissioner, White House Commission on Educational Excellence for Hispanics, sworn in by SCOTUS Justice Sotomayor

2011            Elected Fellow of the American Educational Research Association

2009            Fellow, Sudikoff Foundation for Education and Media

2009            Fellow/Lecturer, Sciences Po (Graduate Institute), Paris, France

2005            Fellow, Rockefeller Foundation Bellagio Center (Italy)

2005            Distinguished Public Service Award, U of California, Davis

2005            Outstanding Latino faculty in higher education, American

Association of Hispanics in Higher Education

RECENT FUNDED RESEARCH PROJECTS

2020-2023	21 <sup>st</sup> Century Civil Rights Agenda, Gates Fdn, \$500,000
2018-2019	Dallas Integration Initiatives, Mission Foods, SMU, \$20,000
2018-2019	Equity in Dual Language Education, Spencer Foundation, \$50,000
2015-present	UC-Mexico Education Initiative, Office of the President of UC, \$500,000
2016	Seizing the Opportunity to Close Achievement Gaps for English Learners, California Community Foundation, \$10,000
2015	Students We Share, Ford Foundation, \$50,000
2013	Access to Higher Education and Community Colleges, Ford Foundation, \$200,000
2012	Factors Influencing Positive Academic Outcomes for Latinas, Eva Longoria Foundation, \$75,000
2012	Evaluación del Programa IME Becas, Instituto de Mexicanos en el Exterior, Secretaría de Relaciones Exteriores, México, \$65,000 MN
2012	Benefits of Bilingualism in the Labor Market, ETS, \$50,000
2010	Los Estudiantes que Compartimos, Conference in Mexico City on the Students we Share, UC MEXUS \$20,000
2010	From Crisis to Possibility: A New Research Agenda for the Education of English Learners, Ford Foundation, \$100,000
2009	Horne v Flores: Addressing the Needs of the Court, Foundation for Child Development, \$10,000
2008-present	Project SOL, US/Mexico Binational Research Initiative for Secondary Immigrant Students, Irvine Foundation, Gates Foundation, Carnegie Corporation, \$1.14 M
2007-10	Breaking the Chain of Failure: From Weak High Schools to Higher Performing Community Colleges, Ford Foundation, \$250,000

2007	English Learner Policy for California, Gates Foundation, \$52,000
2005-06	Resource Needs for California's English Learners Multi-Foundation Consortium, \$40,000
2005-06	Latinos in the Community Colleges: Successful transfer strategies, University of California, Office of the President, \$60,000
2005-06	US/Mexico Dual Accreditation of secondary curriculum Irvine Foundation, \$80,000
2003-04	PACE at UC Davis, Hewlett Foundation, \$330,000
2004-05	Understanding Student Diversity in the Community Colleges, Irvine Foundation, \$69,000
2004-05	A Survey of Teachers of English Learners, Center for the Future of Teaching and Learning, \$41,000
2004-05	A Study of Mexican Educational Initiatives for Mexican Students In the US, Instituto de Mexicanos en el Exterior, Secretaria de Relaciones Exteriores, Mexico, \$20,000 USD
2004-05	US-Mexico Education Initiative, UC MEXUS, \$12,000
2004-05	Secondary English Learners, Hewlett Foundation, \$60,000
2001-05	UC ACCORD, Research Working Group, Office of the President of the University of California, \$139,000
2000-01	Strategies to Increase Diversity in the Health Professions, Bureau of Health Professions, National Institutes of Health, Washington DC. (\$41,000)
2000-02	Puente Research Agenda, Puente Project, Office of the President, University of California, \$285,000

#### PROFESSIONAL ORGANIZATIONS

Editorial Advisory Board, American Journal of Education, 2010-present

Editorial Board, American Educational Research Journal, 2008-2013

Editorial Board, Sociology of Education, 2004-2010

Chair, Committee on Scholars of Color, American Educational Research Association, 2002-2005

Chair, Annual Award for Social Justice, American Educational Research Association, 2003-2004

Member, Social Justice Action Committee, American Educational Research Association, 2003-2005

Standing Committee on the Program, American Educational Research Association, 1999-2001

President and Treasurer, Sociology of Education Association, 1996-98

President, Sociology of Education Association, 1995-96

Program Chair, Division G, Social Context of Education, American Educational Research Association, 1995-96

Chair, Hispanic SIG, American Educational Research Association, 1992-93

Reviewer for Anthropology and Education Quarterly, American Educational Research Journal, Educational Policy, Educational Evaluation and Policy Analysis, Sociology of Education, Hispanic Journal of Behavioral Sciences, Teachers College Record, Urban Education, Comparative Education Review, Teacher Education Quarterly, Child Development, State University of New York Press, University of Arizona Press, University of California Press, McGraw Hill, Westview Press, Erlbaum, Temple University Press, Harvard University Press, Teachers College Press, Russell Sage Press.

## PUBLICATIONS

### Books, Monographs, and Edited Journal Issues

2021 Gándara, P. & Ee, J. Schools Under Siege: Immigration Enforcement and Educational Equity. Cambridge: Harvard Education Press.

2021 Gándara, P. & Jensen, B. The Students we Share: Preparing US and Mexican Teachers for Our Transnational Future, Albany: State University of New York Press.

2014 Callahan, R. & Gándara, P. (Eds). *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*. Bristol: UK: Channel View/Multilingual Matters

2012 Rios-Aguilar, C. & Gándara, P. (Eds). *Horne v. Flores and the Future of Language Policy: Special Issue*. *Teachers College Record*, 114, 9

2012 Rios-Aguilar, C. & Gándara, P. (Eds) (Re) *Conceptualizing and (Re) Evaluating Language Policies for English Language Learners: The Case of Arizona, Special Issue Language Policy*, 11, 1

2010 Gándara, P. & M. Hopkins (Eds.) *Forbidden Language: English Learners and Restrictive Language Policies*. New York: Teachers College Press.

2009 Gándara, P. & Contreras, F., The *Latino Education Crisis. The Consequences of Failed Social Policies*. Cambridge: Harvard University Press.

2006 Gándara, P., Orfield, G., & Horn, C. (Eds) *Expanding Opportunity in Higher Education, Leveraging Promise*. Albany: State University of New York Press.

2005 Gándara, P., Orfield, G. & Horn, C. (Eds) *The Access Crisis in California Higher Education: Harbinger of the Future: Special Issue. Educational Policy*, 19, May.

2005 Gándara, P., *Latino Achievement: Identifying Models that Foster Success*, National Center for the Gifted and Talented, University of Connecticut, Storrs, CT.

2004 Gibson, M., Gándara, P. & Koyama, J. *School Connections: U.S. Mexican Youth, Peers, and School Achievement*, New York: Teachers College Press.

2002 Gándara, P. & Moreno, J. *The Puente Project: Issues and Perspectives on*

Preparing Latino Youth for Higher Education. *Educational Policy*, 16, September.

2001 Cooper, C. & Gándara, P. Special Issue: When Diversity Works: Bridging Families, Peers, Schools, and Communities, *JESPAR*, 6, 1 & 2.

2001 Gándara, P. with Bial, D. Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth. Washington D.C.: National Center for Education Statistics.

2000 Gándara, P. (ed.) The Dimensions of Time and the Challenge of School Reform. Albany: State University of New York Press.

1999 Gándara, P. and J. Maxwell-Jolly. Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates. New York: College Board

1995 Gándara, P. Over the Ivy Walls: the educational mobility of low-income Chicanos. Albany: State University of New York Press.

Journal Articles and Chapters

2022 Gándara, P. “Reflexiones sobre lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos,” in Hamann, E. T., Zúñiga, V., & Sánchez García, J. (Eds.) *Lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos* [What Mexican Teachers Need to Know About ‘Educación Básica’ in the United States]. Monterrey, Mexico: UANL/Secretaría de Educación Nuevo León.

2021 Gándara, P. The gentrification of dual language programs: A commentary, *Language Policy*, 20, 525-530.

2021 Gándara, P. & Orfield, G. What shall be the future for the children of migration? —LASANTI and the educational imperative. Chapter 6 In E. Tellez & R. Hinojosa (eds) *The Trump Paradox*. Berkeley: University of California Press.

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"Education, Opportunity, and Social Justice: California's Challenges and its Future," Educator of the Year Address, Loyola Marymount University, April 27, 2014.

"Immigrant Students in the United States: Preparing Teachers to Teach Them," Keynote at 11<sup>th</sup> Annual Shanghai International Curriculum Forum, East China Normal University, Shanghai China, November 2, 2013

"How Well Prepared are We to Meet the Needs of English Learners?" 66<sup>th</sup> Annual Education Writers Association Conference, Stanford University, May 4, 2013

"The Latino Education Crisis", Education Writers of America, Washington DC, May 2, 2009.

"Defending diversity, language rights and access to education in the United States", UNESCO, Paris, France, April 9, 2009

"The Latino Education Crisis", American Youth Policy Forum, Russell Building, U.S. Congress, Washington DC, February 27, 2009

"Teaching to a new nation," Education Writers Association & Chicago Public Radio, Chicago, Ill. September 19, 2008

"The crisis in access to higher education in the United States," Symposium on higher education access, Sciences Po, Paris, France, April 18, 2008

"The consequences of resegregation of Latino students," Symposium on school segregation/desegregation in the United States, Institute for the Study of the Americas, University of London, London, April 15, 2008

"The Impact of Lau v Nichols on the education of ELL students," Symposium on the impact of Lau v Nichols, Education Summit of the Office of English Language Acquisition, U.S. Department of Education, Washington DC, October 29, 2007

"A Preliminary Evaluation of Mexican-sponsored Educational Programs in the United States: Strengths, Weaknesses, and Potential." Segundo Simposio Binacional, Monterrey, México, March 1, 2007

"Global families in transition: Latinos in the U.S.," Conference on Educating the Global City, New York University, November 1, 2005

"Expanding Access & Ensuring Diversity in Higher Education: Policy

Considerations and Arizona's Challenges," Presentation to the Arizona Board of Regents, Tempe, AZ, February 8, 2005.

"The impact of Mexican educational initiatives on Spanish speakers in the US—Preliminary observations", Mexican Migrant Students: US/Mexican Responses. Universidad de Monterrey, Monterrey, Mexico, December 3, 2004

"Understanding Latino School Achievement: Implications for Teachers, School Leaders, and Community Activists." Keynote at the 2004-2005 Race, Culture, Identity and Achievement Speakers' Series, Boston Children's Museum, Boston, MA, November 10, 2004

"Nurturing High Achievement in Latino Youth", Keynote. Crossing the Bridge Together, Hispanic Achievement Conference, Raleigh, North Carolina, October 8, 2004

"An Education Proposal to the California-Mexico Commission on Science, Technology and Education", Presentation to the UC –CONACYT Commission, Mission Inn, Riverside California. June 15, 2004

"Paving the Way to Educational Success." Keynote. Third National PAESMEM (Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring) Conference Contra Costa College, Center for Science Excellence, Contra Costa, California, May 1, 2004

"Addressing Educational Inequities for Latino Students: The Politics of "Forgetting", Latino Students in Higher Education, Arizona State University, Tempe, April 30, 2004

"(Des)Conexiones: Connecting and Disconnecting in School: Peers, Achievement and Mexican-Origin youth", American Educational Research Association Conference, San Diego, CA, April 16, 2004.

"The Legacy of Brown: Lau and Language Policy in the U.S.", American Educational Research Association Conference, San Diego, CA, April 13, 2004.

"The status of English Learners in the U.S. What do we know and what do we NOT know? Educational Testing Service (ETS) Issues Forum, Chauncey Conference Center, Princeton, New Jersey, March 31, 2004.

Capturing Latino Students in the Academic Pipeline, What can we do?," Celebrating Educational Opportunities," California, Arizona, New Mexico and Texas School Boards Association Conference, Manchester Grand Hyatt, San Diego, CA, March 20, 2004

"Inquietudes sobre los logros académicos de los estudiantes de origen Mexicano

en los EU”, Simposio Binacional Mexico-EU de Investigadores en Educación, Universidad Nacional Pedagógica, Mexico City, March 12, 2004

Seven Ways in Which We Shortchange the Education of English Learners and What WE All Can and Must Do about It”, NCLB: Rising to the Challenge—Discovering Opportunities Conference, Asilomar, CA February 19, 2004

“Expanding Opportunity in Higher Education: What We Have Learned”, Expanding Opportunity in Higher Education Conference, University of California and Civil Rights Project at Harvard University, Sacramento, CA, October 23-24 2003.

“Capturing Latino Students in the Academic Pipeline, What can we do?” Cesar Chavez Institute, San Francisco State University, San Francisco, March 28, 2003

“The Inequitable Treatment of English Learners in California’s Public Schools”, WestEd, San Francisco, CA, March 27, 2003

“Why the K-16 Master Plan Matters for California’s Students”, K-16 Master Plan Capitol Press Conference, State Capitol, Sacramento, CA, March 13, 2003.

“The Status of English Learner Achievement in California”, Assembly Education Hearing on the Education of English Learners, State Capitol, Sacramento, CA, February 5, 2003.

“Applying the Lessons of College Preparation Programs to Intervention Efforts in Mathematics”, Chicago Public Schools, Chicago, Ill, January 31, 2003.

“What we can and must do to address the achievement gap for English Learners”, Keynote. 4th Annual Accountability Institute, California Department of Education, “English Learners and Immigrant Students,” Santa Barbara, CA, December 8, 2002

“Closing the Higher Education Achievement Gap for Under-represented Students”, Early Awareness Collaboration Conference, Keynote. Metropolitan University, Minneapolis, Minnesota, October 11, 2002

“California Higher Education and Diverse Cultural Identities: New Dynamics for Traditional Roles”, 14<sup>th</sup> Annual Envisioning California Conference, Sacramento Convention Center, Sacramento, CA. September 27, 2002

“The status of English Learners in California Post-Proposition 227” (with Russ Rumberger) at Education Writers Association Conference, Schwab Center, Stanford University, September 5, 2002.

“What We Have Learned about Increasing Access to Higher Education in the United States,” Keynote for Meeting the Challenge Conference, Department for Education and Skills, Government of Great Britain, London, England, June 26, 2002.

“The Effects of the Unz Initiative on California’s English Learners”, Harvard Civil Rights Roundtable, Bilingual Education: What’s at Stake for Massachusetts? Harvard Law School, Harvard University, June 3, 2002.

“Learning English in California” at the *Latinos: Remaking America* WGBH Forum, Askwith Hall, Harvard University, May 2, 2002.

“An overview of the High School Puente Project: Description and empirical Findings,” American Educational Research Association Conference, New Orleans, LA, April 4, 2002.

“Testimony on the Status of Education for English Learners in California Schools,” Assembly Education Hearing, State Capitol, Sacramento, CA, February 20, 2002

“Educational equity and academic preparation,” Rethinking the SAT. The Future of Standardized Testing in University Admissions, University of California, Santa Barbara, November 17, 2001.

“The ongoing impact of Proposition 209 on the University of California, Florida Education Fund McKnight Scholars Conference, Tampa Bay, FL, October 19, 2001.

“Evaluating academic interventions: what do we know and don’t we know?” American Youth Policy Forum on Raising Minority Achievement, Washington DC, September 21, 2001.

“Can academic intervention programs close the achievement gap?” Presentation to the California K-16 Master Plan Committee on Student Learning, San Francisco, CA, July 21, 2001.

“The schooling of English Learners.” Policy Forum for University of California, Merced and Bakersfield County Office of Education, Bakersfield, June 21, 2001.

“What can outreach really do?” Federal and Sate Roles in Improving K-16 Education, Conference sponsored by National Council for Community and Education Partnerships, Mandalay Bay, CA April 21, 2001.

“Keeping minority students in the academic pipeline: What we know and what We can predict,” Conference on Strategies for Improving Diversity of the Health

Professions, University of California at San Francisco and the California Endowment, March 29, 2001.

“Lost opportunities: the difficult journey to higher education for underrepresented minority students, Nickens Symposium on Diversity in Health Professions, National Institute of Medicine of the National Academy of Sciences, Washington, DC, March 16, 2001.

“Why Evaluate?” Workshop on Program Evaluation, Nellie Mae Foundation, Providence, Rhode Island, February 22, 2001.

“English learners in the wake of Proposition 227: How are they faring?” Uncommon Knowledge, Nationally broadcast PBS program, December 13, 2000.

“The status of English learners in California,” Presentation at the California Legislature, Sponsored by Policy Analysis in California Education (PACE), State Capitol Building, December 12, 2000.

## **Exhibit B**

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